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A study of the organization and objectives of 33 Pennsylvania colleges and universities having an undergraduate liberal arts program leading to the baccalaureate degree. Conclusions drawn from the study indicate: (1) a predominance of unit-type organization, with a direct line of authority from the trustees to the various subdivisions; (2) a considerable difference between the stated and intended purposes of the schools; and (3) a primary concern with the development of the individual from a religious, moral, ethical, and scholastic point of view.

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A STUDY OF THE ORGANIZATION AND OBJECTIVES OF A SELECTED GROUP OF PENNSYLVANIA COLLEGES AND UNIVERSITIES

- Robert F. Smith, Dept. of Ed.
Lycoming College, Wmpt., Pa.

The study is limited to Pennsylvania institutions having an undergraduate, liberal arts program leading to the baccalaureate degree. The two areas studied in each of the selected schools were objectives and organizational plan. Each institution was contacted by mail or personal visit. From the 58 schools selected 33 were used in the final tabulation. The presidents of the colleges were first asked for the college catalogue, a list of objectives or purposes and a plan of the college organization. In cases of those not replying, organizational plans were drawn from the catalogue and other material, then submitted to these presidents for approval or correction. From these replies, and material obtained from the first contacts, five typical organizational charts were prepared. The principal difference in these charts concerned the relationship between the trustees and the college administration and varied from a simple unit type with a direct line of authority from the trustees to the various subdivisions to the more complex multiple type with the different major divisions of the organization being directly responsible to the trustees.

Analysis of the boards of trustees of the colleges showed the average size as 24 with a range from 4 to 46. Three colleges showed no trustees at all, and, 25% of the colleges showed no women among the members of the board.

Academically the deans have more preparation than do the presidents. All of the 58 deans have the masters' degree at least as compared with 49 presidents. In earned doctors degrees the deans have 38 as compared with 31 for the presidents. In honorary degrees the presidents outrank the deans with 39 as compared with 11 for the deans.

The second part of this study was concerned with the purposes of the colleges. A list of purposes numbering several hundred was compiled from the catalogues and other furnished material. These purposes were combined where common elements seemed to be present to the writer and a final master list of 48 was formulated, put into a check-list form, and submitted to the deans for indicating what purposes the deans thought were appropriate to their particular colleges. These returned check-lists were compared with purposes listed by the writer on the basis of information called from the catalogues and other material available for that college. Considerable discrepancy was found between the number of purposes listed by the deans and those which the writer formulated from the catalogues. The t-ratio of 4.95 for the difference of the mean number checked by deans and writer was significant below the one percent level of confidence. Consequently, statements of purposes made by college catalogues may not accurately reflect the intentions which authorities of the college feel they are expressing.

To see more clearly the emphasized purposes, the entire list of purposes was grouped into concentrated areas by assigning the 48 purposes to the four major purposes of education as listed by the Educational Policies Commission;

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the six purposes or values listed by Spranger; and six purposes devised by the writer. When the three general catagories are reviewed there seems to be considerable agreement.

The conclusions drawn from this study are:

(1) The organizational plans show a predominance of the unit type.
(2) There is evidence to show a trend in direction of unit organization.
(3) There is considerable difference between the stated purposes and the intended purposes of the schools in this study.
(4) The schools in this study are primarily concerned with the development of the individual from a religious, moral, ethical, and scholastic point of view rather than political, civic and the economic.